DOCUMENT RESUME

ED 323 415 CE 055 833

TITLE	Keep Up-to-Date Professionally. Second Edition. Module I-1 of Category I--Professional Role and Development. Professional Teacher Education Module Series.
INSTITUTION	Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS AGENCY	Department of Education, Washington, DC.
REPORT NO	ISBN-0-89606-199-X
PUB DATE	86
NOTE	40p.; For related modules, see ED 308 368-369 and CE 055 828-836.
AVAILABLE FROM	American Association for Vocational Instructional Materials, 745 Gaines School Road, Athens, GA 30605.
PUB TYPE	Guides - Classroom Use - Materials (For Learner) (051)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Competency Based Education; Postsecondary Education; Professional Associations; *Professional Continuing Education; *Professional Development; *Teacher Education; *Teacher Improvement; Vocational Education

ABSTRACT

This document, one of more than 100 performance-based vocational teacher education modules, covers the following objectives as it prepares pre- and inservice teachers to keep up to date professionally: (1) after completing the required reading, demonstrate knowledge of the concepts involved in, and evaluate your current status in terms of, keeping up-to-date in your profession and in your occupational specialty; and (2) after identifying available resources, use these resources to help you keep up-to-date in your profession and in your occupational speciality. After an introduction, the document contains an explanatory section on the organization of the module, required and optional learning activities, information sheets, student self-check evaluation forms that cover learning activities, model answers for the forms, and a form on which the teacher's performance on the Module's terminal objective ("While working in an actual teaching situation, keep up-to-date professionally.") is to be assessed. The information sheet covers membership in professional organizations, reading journals and other publications, attending conferences and conventions, attending lectures and presentations, working with other professionals, further education, and the media. (CML)

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Keep Up-to-date Professionally

Second Edition

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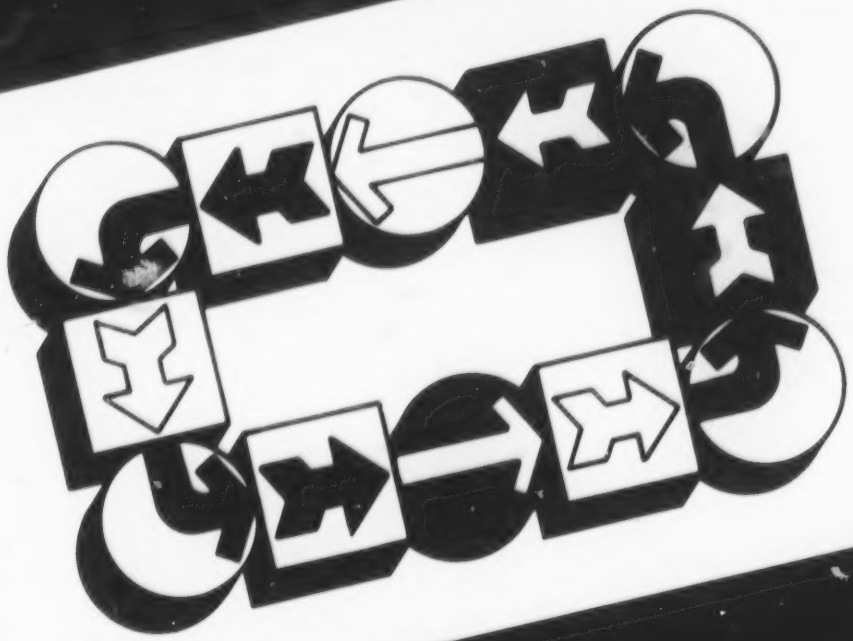

AMERICAN ASSOCIATION FOR VOCATIONAL INSTRUCTIONAL MATERIALS
The University of Georgia
120 Driftmier Engineering Center / Athens GA 30602

THE NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
1960 KENNY ROAD · COLUMBUS, OHIO 43210

CE 018

FOREWORD

This module is one of a series of 127 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and postsecondary levels of instruction. The modules are suitable for the preparation of teachers and other occupational trainers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion-referenced assessment of the teacher's (instructor's, trainer's) performance of the specified competency. The materials are designed for use by teachers-in-training working individually or in groups under the direction and with the assistance of teacher educators or others acting as resource persons. Resource persons should be skilled in the teacher competencies being developed and should be thoroughly oriented to PBTE concepts and procedures before using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based training programs for preservice and inservice teachers, as well as business-industry-labor trainers, to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, postsecondary institutions, local education agencies, and others responsible for the professional development of vocational teachers and other occupational trainers.

The PBTE curriculum packages in Categories A – J are products of a sustained research and development effort by the National Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with the National Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Calvin J. Cotrell directed the vocational teacher competency research study upon which these modules are based and also directed the curriculum development effort from 1971 – 1972. Curtis R. Finch provided leadership for the program from 1972 – 1974. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and postsecondary institutions used the materials and provided feedback to the National Center for revisions and refinement.

Early versions of the materials were developed by the National Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri – Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and the University of Missouri – Columbia.

Following preliminary testing, major revision of all materials was performed by National Center staff, with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University, New Jersey; State University College at Buffalo, New York; Temple University, Pennsylvania; University of Arizona; University of Michigan–Flint; University of Minnesota–Twin Cities; University of Nebraska–Lincoln; University of Northern Colorado; University of Pittsburgh, Pennsylvania; University of Tennessee; University of Vermont; and Utah State University.

The first published edition of the modules found widespread use nationwide and in many other countries of the world. User feedback from such extensive use, as well as the passage of time, called for the updating of the content, resources, and illustrations of the original materials. Furthermore, three new categories (K–M) have been added to the series, covering the areas of serving students with special/exceptional needs, improving students' basic and personal skills, and implementing competency-based education. This addition required the articulation of content among the original modules and those of the new categories.

Recognition is extended to the following individuals for their roles in the revision of the original materials: Lois G. Harrington, Catherine C. King-Fitch and Michael E. Wonacott, Program Associates, for revision of content and resources; Cheryl M. Lowry, Research Specialist, for illustration specifications; and Barbara Shea for art work. Special recognition is extended to the staff at AAVIM for their invaluable contributions to the quality of the final printed products, particularly to Sylvia Conine for typesetting; Marilyn MacMillan for module layout, design, and final art work; and to George W. Smith, Jr. for supervision of the module production process.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

THE NATIONAL CENTER
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THE OHIO STATE UNIVERSITY
1960 KENNY ROAD, COLUMBUS, OHIO 43210

The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Providing information for national planning and policy
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

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The American Association for Vocational Instructional Materials (AAVIM) is a nonprofit national institute.

The institute is a cooperative effort of universities, colleges and divisions of vocational and technical education in the United States and Canada to provide for excellence in instructional materials.

Direction is given by a representative from each of the states, provinces and territories. AAVIM also works closely with teacher organizations, government agencies and industry.

MODULE I-1

Keep Up-to-date Professionally

Second Edition

INTRODUCTION

It has been said that there are two types of teachers: one type has had twenty years of teaching experience; the other type has had one year's teaching experience twenty times. Each type entered teaching armed with a certain amount of knowledge and expertise. However, by no means is the teacher a finished product, nor should he or she ever be considered as such.

Teaching is one of the most challenging careers there is because knowledge and technology are in a constant state of change. The teacher who strives for professionalism also strives to keep abreast of new happenings in order to make classroom and laboratory learning experiences relevant to the student.

Keeping up-to-date is not an easy task for the busy teacher. It requires a conscientious and continual effort to keep informed about new and innovative educational concepts that relate to your area of instruction. It should be remembered that keeping up-to-date is not a one-time event during which all the old is discarded in preference for all the new. It should be a **continual** and gradual process.

You should gradually acquire new knowledge and skills and—through a process of modifying, adapting, revising, or combining—integrate them with previous knowledge and skills. In other words, you should be concerned with the present while mindful of what is valuable from the past.

Growing professionally can be achieved by joining professional organizations, interacting with other educators, visiting businesses and industries, attending professional meetings, and enrolling in advanced study. Certainly, these activities contribute to keeping you up-to-date, but their real value can be realized only when you also do the following:

- Utilize these sources
- Continually strive to learn
- Evaluate new knowledge in relation to current theories and practices
- Implement new knowledge and skills in the classroom and laboratory

This module is designed to aid you in learning how to keep up-to-date and in developing the attitudes and habits that will serve to keep you up-to-date in your career as an educator. Professional growth and development doesn't just happen—it is made to happen.

ABOUT THIS MODULE

Objectives

Terminal Objective: While working in an actual teaching situation, keep up-to-date professionally. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 33–34, (*Learning Experience III*).

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the concepts involved in, and evaluate your current status in terms of, keeping up-to-date in your profession and in your occupational specialty (*Learning Experience I*).
2. After identifying available resources, use these resources to help you keep up-to-date in your profession and in your occupational specialty (*Learning Experience II*).

Resources

A list of the outside resources that supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions or in assessing your progress at any time.

Learning Experience I

Optional

1–3 peers with whom you can discuss and/or brainstorm ways and means of keeping up-to-date.

Learning Experience II

Required

Persons (i.e., one from your professional area and one from your occupational area) with whom you can visit to obtain information.

Reading materials (i.e., one book and three journals from your professional or occupational area) that you can use to obtain information.

Facilities (i.e., a school and a business or industry) that you can visit to obtain information.

Media presentations (i.e., a television program and a radio program) that you can use to obtain information.

Activities (i.e., a local professional organization meeting and a demonstration, workshop, conference, lecture, or training session) that you can attend to gain information.

A resource person to evaluate your competency in keeping up-to-date in your profession and in your occupational specialty.

Learning Experience III

Required

An actual teaching situation in which you can keep up-to-date professionally.

A resource person to assess your competency in keeping up-to-date professionally.

General Information

For information about the general organization of each performance-based teacher education (PBTE) module, general procedures for its use, and terminology that is common to all the modules, see About Using the National Center's PBTE Modules on the inside back cover. For more in-depth information on how to use the modules in teacher/trainer education programs, you may wish to refer to three related documents:

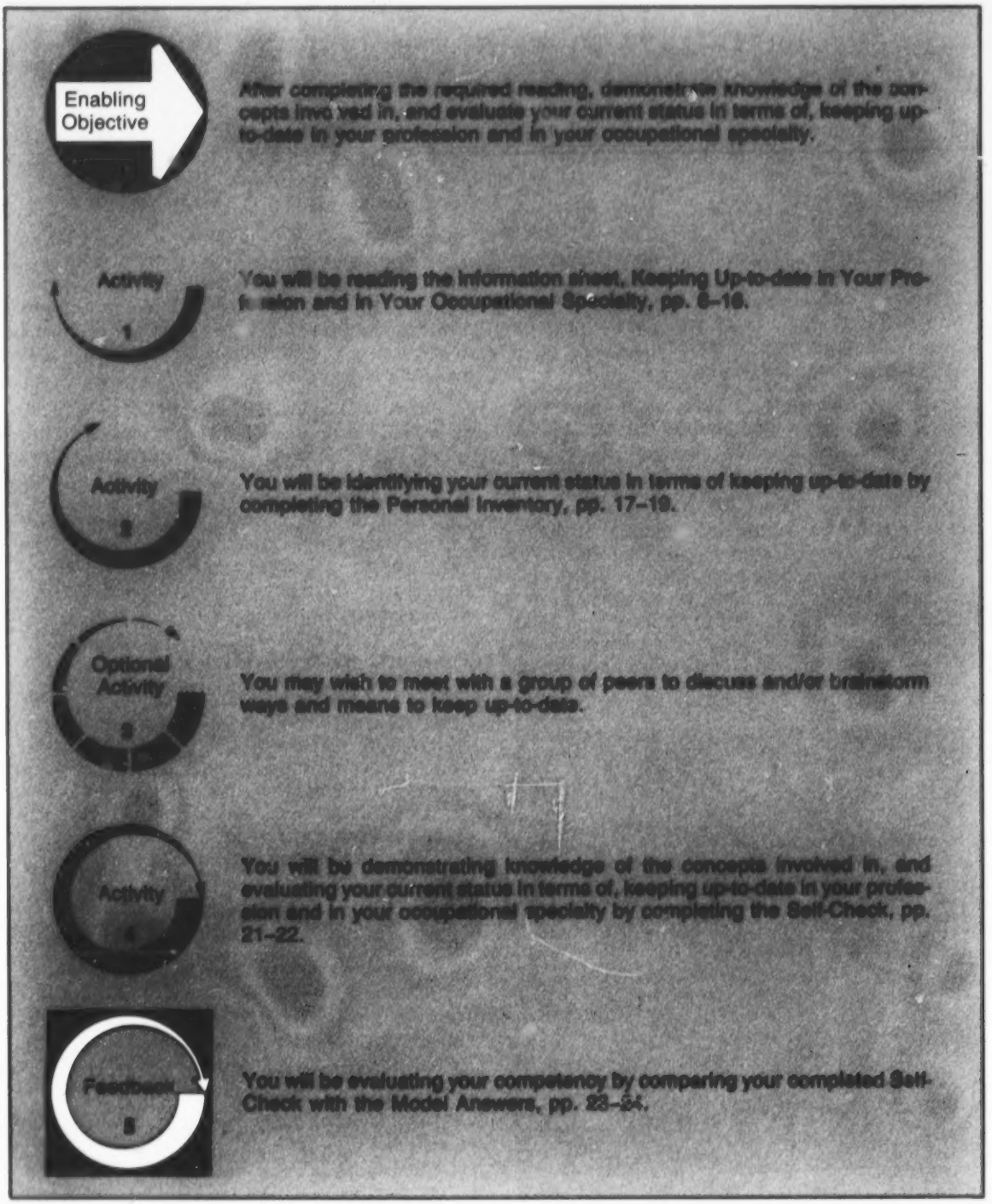
The *Student Guide to Using Performance-Based Teacher Education Materials* is designed to help orient preservice and inservice teachers and occupational trainers to PBTE in general and to the PBTE materials.

The *Resource Person Guide to Using Performance-Based Teacher Education Materials* can help prospective resource persons to guide and assist preservice and inservice teachers and occupational trainers in the development of professional teaching competencies through use of the PBTE modules. It also includes lists of all the module competencies, as well as a listing of the supplementary resources and the addresses where they can be obtained.

The *Guide to the Implementation of Performance-Based Teacher Education* is designed to help those who will administer the PBTE program. It contains answers to implementation questions, possible solutions to problems, and alternative courses of action.

Learning Experience I

OVERVIEW


Enabling Objective
After completing the required reading, demonstrate knowledge of the concepts involved in, and evaluate your current status in terms of, keeping up-to-date in your profession and in your occupational specialty.
Activity 1
You will be reading the information sheet, Keeping Up-to-date in Your Profession and in Your Occupational Specialty, pp. 6–16.
Activity 2
You will be identifying your current status in terms of keeping up-to-date by completing the Personal Inventory, pp. 17–19.
Optional Activity 3
You may wish to meet with a group of peers to discuss and/or brainstorm ways and means to keep up-to-date.
Activity 4
You will be demonstrating knowledge of the concepts involved in, and evaluating your current status in terms of, keeping up-to-date in your profession and in your occupational specialty by completing the Self-Check, pp. 21–22.
Feedback 5
You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, pp. 23–24.

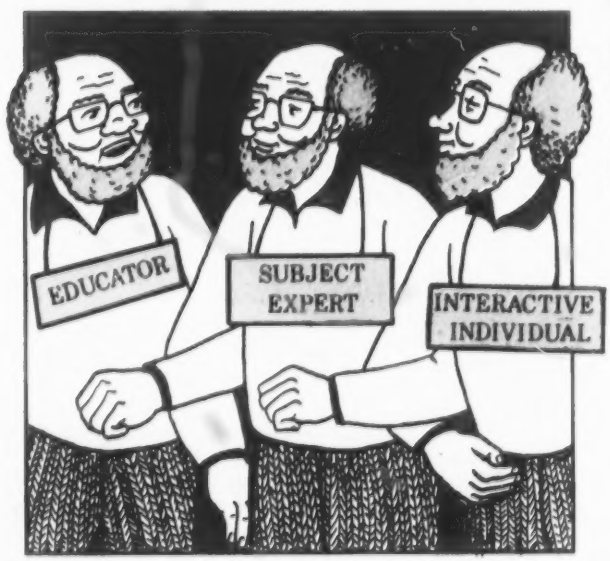
Activity 1

Occupational information and technology are constantly growing and changing. For information on the techniques and methods involved in keeping up-to-date in your profession and in your occupational specialty, read the following information sheet.

KEEPING UP-TO-DATE IN YOUR PROFESSION AND IN YOUR OCCUPATIONAL SPECIALTY

For the purpose of keeping up-to-date, you need to conceive of yourself not as one person, but as three:

1. You are an **educator**, and as such, you need to have knowledge of the principles, techniques, and methods of teaching and learning. You need to be competent in such areas as curriculum development, evaluation, educational philosophy, audiovisual aids, methods and materials, educational technology, planning, and research findings.
2. You are an **expert** in a particular **subject matter area**—your occupational specialty. You need to have knowledge of the latest philosophy, standard practices, and current technology and research in that area.
3. You are an **individual** who **interacts** with other individuals (e.g., students, fellow instructors, administrators, community members, parents, businesspeople). You need to be able to establish rapport with these people. Thus, you need knowledge and skills related to such concepts as group dynamics, guidance and counseling, and problem solving.



In other words, you need to know (1) how to teach, (2) what to teach, and (3) how to work effectively with others. As an educator, you need to keep up-to-date in all three areas.

It is possible to go through the motions of keeping up-to-date using a variety of methods without, in fact, ever changing as a person or as a teacher. This is not the goal of keeping up-to-date. It should be a continual process, and its goal should be to make you a more effective teacher as measured by **student** learning or growth.

If you only read about new methods and procedures but never use them in the classroom, then you are not keeping up-to-date. Technology needs to be used. Teaching techniques need to be implemented. When you learn of an emerging trend in education or in your occupation, you need to study it, experiment with it, discuss it, and evaluate it. If it has value, you need to relate or adapt it to your classroom or laboratory practice. Then, you are keeping up-to-date.

Membership in Professional Organizations

Belonging to a professional organization can provide you with numerous opportunities to keep up-to-date. There are organizations at the local, state, regional, and national levels. There are educational, vocational educational, educational service area, and occupational organizations. These organizations use your dues to hire staff who, in turn, do the following:

- Follow congressional educational legislation
- Conduct research
- Publish material, such as journals, pamphlets, yearbooks, manuals, research reports, handbooks, newsletters, directories
- Sponsor conferences and workshops
- Provide consultant services
- Disseminate public information
- Provide public forums for airing varying points of view
- Develop curriculum materials
- Promote special interest groups
- Attempt to unify the profession

Sample 1 lists some professional organizations you might consider joining. This and subsequent lists are not complete, but they will serve as examples of the kinds of resources that may be of special interest or concern to occupational instructors.

In addition, there are numerous professional and honorary societies, fraternities, and sororities that are related to vocational-technical education. These organizations produce publications, sponsor meetings and seminars, and often maintain speakers bureaus for the purpose of keeping educators involved and informed. They may also support research; sponsor competitions; and award scholarships, fellowships, and grants. Sample 2 lists some societies that vocational-technical teachers may be invited to join.

There are also many national, state, and local occupational, civic, and service organizations that relate to the specialty areas of vocational-technical education. Sample 3 lists just a few of these. You may wish to join the groups that relate to your occupational field in order to keep current with trends, ideas, and technologies in the world outside the school or college. Membership in local organizations or local affiliates additionally allows you to actively participate in community affairs. Through such involvement, you can help promote community interest in the vocational-technical program.

The names of the local and state affiliates of some of the national organizations listed in sample 3 may vary from state to state. You should make an effort to seek out community branches of those organizations that will help you to achieve the goal of keeping up-to-date.

A word of caution is needed at this time. As a vocational-technical instructor, you probably have or will have a variety of demands already made upon your time. While it is important that you seek involvement in organizations, you cannot possibly join **all** that are available to you. Your membership should be limited to only the few which you have time for and which offer you opportunities to do the following:

- Actively participate in challenging and interesting activities
- Establish good community relations
- Serve in a leadership role
- Promote and support educational endeavors
- Keep up-to-date in your occupational area

Additionally, you should be sure that meeting dates do not conflict with teaching responsibilities or other activities, and that the financial obligations involved do not exceed your budget.

Your membership choices should not represent limited interests. In other words, you should not limit yourself to membership in organizations that represent only the interests of your particular specialization. For example, if you are a child development specialist, you should try to join organizations that allow you to keep broadly informed in many areas, not just in the area of child development. For example, you might consider belonging to local chapters of AVA and AHEA, as well as to a community group fighting child abuse.

Reading Journals and Other Publications

Reading can provide you with current educational and occupational information. The standard texts used during teacher training will serve well up to a point. However, it is only through reading **current** texts that you can keep up with changes that occur in the field. New texts are regularly reviewed in most educational and occupational journals. Journals, by virtue of their periodic nature, are an ideal way of keeping up-to-date.

Professional and occupational organizations and societies, such as those listed in the following samples, typically publish many kinds of informational documents. Access to these publications generally comes with membership. You should, in addition, select, subscribe to, and regularly read other key journals (e.g., educational journals; research journals; occupational journals; and journals covering specific areas of special interest, such as competency-based education, curriculum development, audiovisual materials, computer applications, or human resource development).

The value of journals does not lie only in the articles they contain. Advertisements in these journals reveal the latest in equipment, supplies, and texts. There is information on upcoming conventions, exhibits, trade shows, seminars, or educational programs. Some journals supply information on contests that would be of interest both to you and to students.

A partial list of journals and publications related to the needs and interests of vocational-technical educators is provided in sample 4. There are many other available publications, and it is suggested that you check the libraries to examine copies before subscribing to any. It may also be possible for you to share and exchange professional publications with your peers on a regular basis.

In addition to the journals and publications already mentioned, state and federal agencies offer many free or low-cost publications, such as guides, pamphlets, and bulletins. These are written on specific subject areas and should be of interest to vocational-technical educators.

You will be acquiring many types of publications as you locate and subscribe to materials that can keep you informed. These resources should be saved and be quickly available for your use. You might need to refer to them for review or for discussion when a specific question arises. You also may have skipped an article when reading a new publication because it had no immediate relevance to you. Later you may have a need for that information and wish to locate the particular publication.

For these reasons, you should be building an organized **professional library** of books and journals in education and in your occupational specialty. You will find such a library to be an excellent source for reference and study and a useful method for keeping up-to-date.

If a specific question arises and your personal library fails to yield an answer, the school, public, or college library can help provide you with current information. Texts can be located through the library retrieval system; periodicals can be located through *Education Index*.

You should also know about two other sources: The National Center for Research in Vocational Education at The Ohio State University, Columbus, Ohio; and *Dissertation Abstracts*. The National Center offers many user services, a number of which involve helping educators locate needed educational materials. Information about the services of the National Center, including its three databases—ERIC, VECM, and RIVE—is provided in sample 5.

Dissertation Abstracts are volumes containing resumes of research studies written as theses or dissertations. The abstracts tell where the microfilm for each study can be obtained.

One final note: As a teacher interested in keeping up-to-date through reading, you have one other task. Not only should you build your own personal library and use your local libraries, but you also should encourage school officials to build a professional library of books and periodicals for faculty use.[1]

Attending Conferences and Conventions

Conferences and conventions, generally sponsored by professional associations at all levels and in all areas, offer a wealth of opportunities for learning. There are lecturers from educational fields and from industry or business, speaking on topics that may be of special interest to teachers.

There are discussion groups on selected topics, led by people with expertise in those subjects. There are "how-to" clinics, such as "How to Involve Community Resources," led by specialists in the area.

There are numerous exhibitors from the world of business and industry, such as (1) textbook publishers, (2) audiovisual companies, (3) equipment and furniture companies, and (4) companies with related career opportunities for students in the vocational areas covered by the convention. These exhibitors may have displays or demonstrations; they may sponsor vocational student organization contests.

1. For further information on resources you can use to keep up-to-date professionally, you may wish to refer to Module LT-I-1, *Use Information Resources to Help Solve Educational Problems*, part of the Competency-Based Vocational Education Administrator Module Series (Athens, GA: American Association for Vocational Instructional Materials, 1983).

SAMPLE 1

PROFESSIONAL ORGANIZATIONS

National Education Association (NEA)
1201 16th Street, N.W.
Washington, DC 20036

American Educational Research Association (AERA)
1230 17th Street, N.W.
Washington, DC 20036

American Society for Training and Development (ASTD)
600 Maryland Avenue, S.W., Suite 305
Washington, DC 20025

American Federation of Teachers (AFT)
11 Dupont Circle, N.W.
Washington, DC 20036

American Association for Adult and Continuing Education (AAACE)
1201 16th Street, N.W., Suite 230
Washington, DC 20036

National Vocational Guidance Association (NVGA)
5999 Stevenson Avenue
Alexandria, VA 22304

American Vocational Association (AVA)
1410 King Street
Arlington, VA 22314

American Vocational Education Research Association (AVERA)
The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43210

National Business Education Association (NBEA)
1914 Association Drive
Reston, VA 22091

American Home Economics Association (AHEA)
2010 Massachusetts Avenue, N.W.
Washington, DC 20036

National Vocational Agricultural Teachers' Association (NVATA)
P.O. Box 15051
Alexandria, VA 22309

American Industrial Arts Association (AIAA)
1914 Association Drive
Reston, VA 22091

National Association for Trade and Industrial Education (NATIE)
P.O. Box 1665
Leesburg, VA 22075

American School Health Association (ASHA)
P.O. Box 708
1521 S. Water Street
Kent, OH 44240

Marketing and Distributive Education Association (MDEA)
1908 Association Drive
Reston, VA 22091

SAMPLE 2

HONORARY/PROFESSIONAL SOCIETIES

Education
Alpha Phi Sigma
Delta Kappa Gamma
Kappa Delta Epsilon
Kappa Delta Pi
Kappa Kappa Iota
Kappa Phi Kappa
Phi Delta Kappa
Phi Theta Kappa
Pi Lambda Theta

Agriculture/Agricultural Education
Alpha Tau Alpha
Alpha Zeta
Gamma Sigma Delta

Business Education
Delta Pi Epsilon
Iota Lambda Sigma
Pi Omega Pi

Home Economics
Kappa Omicron Phi
Omicron Nu
Phi Upsilon Omicron

Marketing and Distributive Education
Iota Lambda Sigma

Nursing
Alpha Tau Delta
Iota Lambda Sigma
Sigma Theta Tau

Trade/Technical/Industrial/Technology
Epsilon Pi Tau
Iota Lambda Sigma

SAMPLE 3

RELATED ORGANIZATIONS

Agricultural Education
American Farm Bureau Federation
National Grange
Farmers' Educational and Cooperative Union of America

Marketing and Distributive Education
National Retail Merchants Association
Sales and Marketing Executives International

Health Occupations Education
American Nurses' Association
American Health Care Association

Home Economics Education
National Restaurant Association
National Association of Extension Home Economists

Business/Office Education
Administrative Management Society
Professional Secretaries International
Business and Professional Women's Foundation

Trade and Industrial Education
Associated General Contractors of America
American Welding Society

Service Organizations
Lions Clubs International
Kiwanis International
Rotary International
Sertoma International

SAMPLE 4

JOURNALS

Education
American Journal of Education
American Teacher (AFT)
The Clearinghouse
Education and Training
Education Digest
Educational Computer Magazine
Educational Researcher (AERA)
Educational Screen and Audiovisual Guide
Educational Technology
NEA Today
Phi Delta Kappan
Theory Into Practice
Today's Education
Viewpoints in Teaching and Learning

Adult Education
Adult and Continuing Education Today
Adult Education (AAACE)
Lifelong Learning: An Omnibus of Practice and Research (AAACE)

Human Resource Development
Performance and Instruction
Training
Training and Development Journal (ASTD)

Vocational Education
The Beacon (AVERA)
Journal for Vocational Special Needs Education
Journal for Vocational Education Research (AVERA)
New Directions for Education, Work and Careers
Teacher's Guide to Industry-Education Cooperation
Vocational Education Journal (AVA)
Vocational Guidance Quarterly (NVGA)

Agricultural Education
Agricultural Education Magazine
Agri Educator
Farm Journal
News and Views of NVATA

Business/Office Education
The Balance Sheet
Business Education Forum (NBEA)
Business Education World
Journal of Business Communication
Journal of Business Education
National Business Education Quarterly

Cooperative Education
Cooperative Education Quarterly
Journal of Cooperative Education

Health Occupations Education
American Journal of Nursing
Healthwire (AFT)
Journal of Allied Health
Journal of Continuing Education in Nursing
Journal of School Health (ASHA)
Nurse Educator
Nursing Outlook
Nursing Research

Home Economics Education
Forecast for Home Economics
Home Economics Research Journal (AHEA)
Journal of Home Economics (AHEA)
What's New in Home Economics

Marketing and Distributive Education
Marketing Educator's News (MDEA)
Nation's Business

Trade/Technical/Industrial
Industrial Education
Man/Society/Technology
NewsNotes (NATIE)
School Shop
Technical Education News
Technology Illustrated
Technology Review
The Technology Teacher (AIAA)

SAMPLE 5

NATIONAL CENTER SERVICES

Your National Center offers a number of services that could be of value to you in keeping up-to-date professionally: short- and long-term study experiences; a research library; research, development, and training programs; and several online databases.

Short- and long-term study experiences. The National Center welcomes visitors to its Columbus facilities. By contacting the *Program Information Office*, you can arrange to spend a few days at the National Center, getting oriented to its resources and meeting with individuals who have expertise in your particular area of interest. By writing to the *Executive Director* or the *National Academy Inresident Program*, it is possible to arrange a sabbatic or other extended professional study experience at the National Center, with full access to the National Center's research facilities and resources, including professional and clerical staff and databases.

Assume, for example, that you are interested in implementing a competency-based education (CBE) program in your school or college. During an arranged visit to the National Center, you could meet with project staff with extensive expertise in the area of CBE. You could talk to other staff who can familiarize you with available databases and help you plan a search to identify competency-based instructional materials in your occupational area. You could visit the Research Library to search its holdings for relevant materials.

National Center Research Library. This library has the largest collection of materials on vocational education and employment training programs in the world, with holdings computerized for immediate retrieval. The growing collection contains over 51,000 books and reports, 4,000 doctoral dissertations, a complete set of ERIC microfiche, and subscriptions to 350 journals and 100 newsletters. In addition, a Hazeltine computer terminal provides online access to over 250 national databases.

Research, development, and training programs. Each year, a wide range of projects and programs—related to all areas of occupational education—are conducted by the National Center. You can keep abreast of these projects, programs, and resulting products by ensuring that your institution receives (and shares with staff) the *Centergram*, a monthly publication of the National Center. (Contact the *Program Information Office* for further information.)

If your institution is a member of the National Postsecondary Alliance, one of the benefits is getting a newsletter with information about Alliance activities, accomplishments of member institutions, and relevant National Center products and activities. (Contact the *Alliance Director* for more information.)

An electronic newsletter, the quarterly *Memo:*, is prepared with contributions from disseminators nationwide. Its purpose is to provide a forum for exchanging ideas and information about vocational education program improvement. *Memo:* is just one of the products/services available to subscribers to the Adult and Vocational Education Electronic Mail Network (ADVOCNET), a telecommunications network linking local, state, and federal adult, vocational, and technical education agencies. (Contact the *Dissemination and Utilization Program* or *ADVOCNET* for more information.)

Leadership training and professional development opportunities are provided through the National Academy for Vocational Education, which offers preplanned and customized workshops, conferences, and seminars nationwide. You can write to the *National Academy* for a brochure on scheduled workshops or work through the National Academy to arrange for a workshop on a particular topic to be offered in your geographic area. All workshops are offered on a cost-recovery basis.

Databases. Three National Center databases could be of great value to you: ERIC, VECM, and RIVE.

- **ERIC**—ERIC stands for Educational Resources Information Center. The ERIC Clearinghouse on Adult, Career, and Vocational Education (ERIC/ACVE) is one of 16 ERIC Clearinghouses that acquire, select, and process education-related materials, with each clearinghouse focusing on a particular educational area.

  The materials processed by ERIC/ACVE include research reports, conference papers, program descriptions, literature reviews, position papers, curriculum guides, instructional materials, monographs, evaluation studies, teaching guides, resource guides, annotated bibliographies, measurement instruments, and handbooks. The ERIC database includes materials from 1966 to the present.

  Documents selected for inclusion in ERIC are placed on microfiche and assigned an ED-number (e.g., ED 017 612). Each document is also announced in the monthly abstract journal, *Resources in Education* (RIE), with a citation including the following information: author, title, sponsoring agency, funding source, availability of materials, and an abstract. Journal articles selected for inclusion in ERIC are assigned an EJ-number (e.g., EJ 332 547) and are announced in the monthly abstract journal, *Current Index to Journals in Education* (CIJE), with the following information provided for each article: journal citation, an abstract, and information on the journal itself.

- **VECM**—The VECM (Vocational Education Curriculum Materials) database includes information about such materials as teaching guides, workbooks, learning modules, evaluation instruments, slide/tapes, and microcomputer courseware. Citations for materials in the VECM database provide the following information: developer, product availability, education level, intended user, and brief product description.
- **RIVE**—The RIVE (Research in Vocational Education) database includes information about ongoing and recently completed state and federal vocational education program improvement projects: research and development projects, exemplary and innovative projects, curriculum development projects, and personnel development projects. Citations for each project provide the following information: project director, funding information, sponsoring agency, and brief project description.

There are a number of ways you can access the ERIC, VECM, and RIVE databases. One way to access ERIC materials, of course, is to manually search the printed abstract journals, RIE and CIJE. But all three databases can also be searched via computer. Subscribers to the BRS Information Technologies database can search ERIC, VECM, and RIVE. Subscribers to DIALOG can search ERIC.

Computer searches are a fast and cost-effective way to locate materials and information. You should be able to arrange for such searches through your state department of education, bureau or division of vocational education; your NNCCVTE (National Network for Curriculum Coordination in Vocational and Technical Education) state liaison representative; the NNCCVTE Curriculum Coordination Center (CCC) in your region; or the library system at a major university in your state. Searches can also be conducted for you on a cost-recovery basis by National Center staff (average cost, $35).

When your search has been conducted, you receive a printout listing the materials identified as relevant to your search topic. Each printout citation includes bibliographic information, indexing terms, and an abstract. To locate journal articles cited, you need access to a library or other resource center that has the journals in question. In some cases, journal reprints are available through University Microfilms International (UMI).

Other documents in the ERIC database are available on microfiche; over 700 libraries in the U.S. and internationally have ERIC microfiche collections. The citations will indicate whether hard copy is available for a given document; the ERIC Document Reproduction Service (EDRS) is one source of hard copy. Your library's microfiche equipment may also be capable of producing hard copy.

To secure copies of the materials included in VECM or more information on the projects included in RIVE, you need to contact the original sources, as listed on the printout citations.

For more information about ERIC, contact *ERIC/ACVE*. For more information about VECM and RIVE, contact the *National Center Clearinghouse*. To reach any of the contacts listed (in italics) in this sample, you may write to that contact at the National Center address listed on the cover of this module, or call (614) 486–3655 or (800) 848–4815 and ask the switchboard operator to connect you to the contact listed.

Many times a conference may include a training session or a short course. A conference sponsored by a professional association often will include an association business meeting. Finally, not only is there a great deal of planned activity available to bring you up-to-date, but the informal interaction between you and the other participants can also be a rich learning experience.

Attending Lectures and Presentations

Groups in many communities offer opportunities for general public attendance at lectures and presentations. Topics related to education or to your occupational specialty might be presented by branches of federal agencies, such as your county Cooperative Extension Service; by chapters of national groups, such as the National Organization of Women; or by community groups, such as the chamber of commerce. You should plan to attend events of particular interest to you when you hear or see them advertised.

Colleges and universities often sponsor general admission lectures. Many of these relate to education and to new techniques or innovations.

There are many nationally organized lecture tours that plan and organize a series of speakers, such as writers or educators, to present topics in communities across the country. These lectures are usually presented in local auditoriums, and for a small charge, you may attend and learn many new skills or techniques.

Often, groups such as the Business and Professional Women's Foundation, Kiwanis International, or the state nursing association offer presentations that are not open to the public. If you are not a member, you might be able to attend a specific presentation as the guest of someone who belongs to that organization.

Visiting Other Interested Professionals Outside the School

Visiting with other educators or with persons functioning in the real world of work can be a very rewarding method of staying current in the field. Exchanging ideas with people whose interests are similar to yours, but whose expertise or experience in a particular area exceeds yours, can be an extremely productive learning activity.

The possibilities are endless. You can visit a business or industry that is using new techniques, equipment, or materials. You can visit experts—for example, a manufacturer of equipment for your occupational area. Or you can visit skilled workers and observe them on the job.

You can visit other schools or work with other instructors at a teacher center, if one is available in your area. The teacher center is a fairly recent development. Some centers are well-financed resource centers. Some are refurbished closets with begged, borrowed, and restored equipment and materials.

Other "centers" are not a place at all; staff are available to help teachers, but they go out to the schools to provide it, visiting various member schools either on a regular basis or in response to specific requests. Still others simply use university teacher educators as helpers in the schools on a periodic basis.

What these teacher centers generally have in common, however, is that they offer instructors access to professional development resources, as well as a chance to meet, mingle, share, and get help from other educators.

Working with Other Interested Professionals Inside the School

One tends to think of going "outside" to get help or up-to-date information. It's relatively easy to forget that good human resources exist within one's own organization. Meeting formally and informally to discuss issues or problems with other teachers in your area or in other areas, with administrators and supervisors, and with members of your occupational advisory committee can aid you in keeping up-to-date.

Furthermore, interacting with co-workers during in-service training sessions can be a key technique for updating your effectiveness as an instructor. The possibilities for inservice training are numerous. You can observe a demonstration of a new technique or product. You can bring in an expert worker to speak. You can identify relevant speakers and seminars through the chamber of commerce. You can attend workshops or study groups in which you and your colleagues use problem-solving techniques to plan new programs, examine present programs, develop a philosophy or objectives, or prepare instructional materials.

Participating in activities such as these can help keep your mind active and open. It may reveal areas where you need more information, and you can make plans to get that information. The more involved you are, the more accountable you feel, and the more apt you are to be motivated to probe new learning possibilities.

Further Education or Training

During vacations or via a leave of absence, a sabbatical, or a grant, you can bring yourself up-to-date by participating in some form of further education. A nearby university may offer a course in an area in which you need further training. Or you may wish to pursue a higher degree at a college or university. Some universities will initiate a special course if enough teachers in a geographic area wish to take it. There are also summer study tours.

Many schools and colleges conduct staff development programs for their own staff members. You could, for example, be asked to complete additional modules in this Professional Teacher Education Module Series as part of such a program.

Some industries operate special training schools or institutes for their own employees, which you may be able to arrange to attend. This can be a good way to obtain further education and new information on the latest skill techniques.

Furthermore, because of the rapid pace of technical change in today's world, there has been increased interest in ensuring that vocational-technical teachers are provided with mechanisms for staying up-to-date. As a result, many institutions are implementing technical update programs through which teachers return to the world of work on a more regular basis and for longer blocks of time than are afforded through "visits."

By arranging to return to industry (e.g., as an intern, to shadow an expert for a short period, or as part of an industry/education staff exchange), you have ample opportunity to interact with skilled workers and to gain a variety of up-to-date occupational experiences. Such activities may receive institutional support through the provision of released time, extended contracts, use of substitute teachers, and special scheduling. Often the school or college continues to pay the teacher's salary and may also provide pay for travel and other costs incurred.[2]

If your school or college does not provide for such training experiences, you can still reenter the world of work, on your own time, through part-time or summer employment. The benefits of such direct contacts in terms of your instructional effectiveness are generally well worth the time and energy required.

Individualized study programs are also available from many publishing houses. Programs that are available in your field or in the field of education can help you learn new skills. Many of the programs also provide opportunities for you to actually practice or apply new learning in a classroom setting.

Media

Careful selection of radio and television programs and frequent reading of the newspaper can increase your knowledge of current developments in your occupational field and in education.

The **newspaper** classified section provides valuable information pertaining to local labor market needs. And daily papers are full of news and feature items that can keep you informed about events related to your occupational area.

For example, in a single newspaper issue, you might find the following: a major corporation announces the location of an assembly plant in your city; federal legislation has been passed that affects workers in your occupational area; photos and plans are published of a residence that has won an award for architectural excellence; a feature article discusses new findings on health hazards of chemicals used in your occupation; and a government report is issued in which child abuse is described. Any of scores of news stories in the paper may be of direct interest to you as you strive to keep informed about things that concern your vocational-technical teaching.

Listening to the **radio** can also be advantageous, because the programs are local and many of them offer information of interest to vocational-technical educators. For example, a local radio station may have a daily farm report, geared to the needs of the people in the geographic area around that station.

The importance of **television** should not be underestimated. Educational television stations are committed to airing programs of public interest and concern. The programs offered by these stations are informative, and many of them deal specifically with education or with concerns of interest to people in business and industry.

Commercial television stations air many early morning programs dealing with topics of interest to people in such fields as agriculture, home economics, and business. Evening specials often highlight educational or occupational concerns.

You should also check your local television guide for information on the topics discussed on such programs as the *Today Show, Good Morning America, 60 Minutes,* and the various "magazine" and talk shows. Experts from a variety of areas related to occupational education often appear on talk shows for group discussions, and *60 Minutes* is noted for its in-depth coverage of industrial and business problems.

Besides increasing your knowledge, television can be used as an effective learning aid for your students. You can use it to supplement student learning by asking students to view certain programs that reinforce classroom instruction.

Skimming an issue of *TV Guide* yielded numerous programs of potential interest to vocational-technical educators, as shown in sample 6.

If you take full advantage of the eight resources—professional organizations; journals, books, and other publications; conferences and conventions; lectures and presentations; interested professionals outside the school; interested professionals inside the school; further education and training; and media—using a planned and organized approach, you will find a wealth of information that will enable you to keep up-to-date and grow professionally.

2. For further information on strategies for technical updating, you may wish to refer to *Updating the Technical Skills of Occupational Instructors: An Administrator's Guide*, part of the Competency-Based Vocational Education Administrator Module Series (Athens, GA: American Association for Vocational Instructional Materials, 1986).

SAMPLE 6

RELATED TELEVISION PROGRAMMING

Education	*School Without Walls*	Documentary of experimental education
	Human Relations and School Discipline	
	Teaching Children to Read	
	Sunrise Semester	Discussion of the diagnostic teaching of reading
Agricultural Education	*Ag-USA*	Visit to a cattle-feeding company in California
	US Farm Report	Discussion of Hawaiian sugar industry and shipping delays caused by the breaking of the Mississippi River Dam
	Wrath of Grapes	Film about United Farm Workers Union
	Crockett's Victory Garden	Information on planting and transplanting raspberries and strawberries
Business/Office Education	*Wall Street Week*	
Marketing and Distributive Education	*Principles of Real Estate*	
Health Occupations Education	*Consumer Survival Kit*	Detection and treatment of hearing problems
	Call the Doctor	Pediatrics and heart disease discussions
	Contact	Discussion of handicapped children
	Phil Donahue	Pediatrician discussing hyperactive children
Home Economics Education	*What's Cooking*	Preparation of low-calorie foods
	Bit with Knit	Knitting instruction
	Dinah	Fashion show presentation
Trade and Industrial Education	*I'm a Trucker*	Discussion on company regulations, pay, working conditions, legal restrictions
Careers	*Your Job, Your Future*	Information on how to prepare a vita, interview for a job

The following inventory is composed of questions and statements that ask you to identify your current status in terms of keeping up-to-date. Based on your experience prior to starting this module, circle the appropriate responses and list information accordingly.

PERSONAL INVENTORY

1. Are you presently a member of any professional educational or occupational associations? YES NO

   List those professional associations to which you belong.

2. Do you presently subscribe to any educational or occupational journals? YES NO

   List those educational or occupational journals to which you subscribe.

3. Do you presently have a personal professional library? YES NO

   List four books, other than required texts, that are a part of your personal professional library.

4. Have you ever visited a business, industry, school expert, skilled worker, or other resource specifically to increase your skills or knowledge? YES NO

   Briefly describe a sample of those visits.

5. Have you ever attended an educational conference or convention? YES NO

Briefly describe a sample of the educational conferences or conventions you have attended.

6. Have you ever attended an education- or occupation-related lecture or presentation? YES NO

Briefly describe a sample of the ones you have attended.

7. Do you meet with your peers informally to discuss educational or occupational issues or problems? YES NO

Give an example of this informal interaction.

8. Excluding the program through which you are taking this module, have you ever taken advantage of further education in the form of short courses, training sessions, or other offering? YES NO

Briefly describe a sample of these educational pursuits.

9. Have you ever listened to radio programs related to your professional or occupational area? YES NO

Briefly describe a sample of these radio programs.

10. Have you ever viewed TV programs related to your professional or occupational area? YES NO

Briefly describe a sample of these TV programs.

11. Can you think of any activity in which you have participated which you feel would help you to keep up-to-date, but which was not included above? YES NO

Briefly describe that activity.

You may wish to meet with a group of one to three peers who are also taking this module. In this meeting, you could identify available journals and publications; important professional, community, or civic organizations; local experts in education in your occupational specialty; and other methods of keeping professionally up-to-date. You may also wish to generate a list of important questions that would help you interview teachers, experienced in keeping up-to-date, to determine effective ways of keeping up-to-date.

NOTES

The following items check your comprehension of the material in the information sheet, Keeping Up-to-date in Your Profession and in Your Occupational Specialty, pp. 6–16. They also ask you to evaluate your current status in keeping up-to-date, based on your responses in the Personal Inventory, pp. 17–19. Each of the five items requires a short essay-type response. Please respond fully, but briefly, and make sure you respond to all parts of each item.

SELF-CHECK

1. Identify at least seven different general techniques for keeping up-to-date in your profession or in your occupational specialty.

2. Within your own community, identify at least ten specific sources of information, organizations, lectures, television or radio programs, and so on, that can help you keep up-to-date.

3. What reasons should support your decision to join a certain organization?

4. Based upon your responses to the questions and statements in the inventory, identify your strengths and weaknesses in terms of keeping up-to-date in your profession and in your occupational specialty.

5. Develop a plan of action for improvement in each of the areas in which you are weak.

Compare your written responses to the self-check items with the model answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

1. Depending on your community and your occupational specialty, you may choose from a wide variety of techniques for keeping up-to-date. You may have membership in professional organizations (e.g., AVA), receive their journals or publications, and attend annual conventions. You might also support their efforts to conduct research, lobby for educational legislation, or develop learning materials.

   In college, you might have joined an honorary society relating to your particular occupational field or to education, or you may have been asked to join a professional honorary society at a later time. Depending upon your occupational specialty, you may have identified additional organizations in the community (e.g., American Welding Society, Auto Club, or Farm Bureau) and joined the few that will be most helpful in keeping you current in skills and technologies.

   Many journals, books, and publications are available to you for reading. Either through subscription or store purchase, you should be acquiring current literature on education and your specialty area and organizing the material into a personal professional library. Additional materials may be borrowed from your school or college library, a public library, or other teachers.

   You should also attend educational or occupational conferences, conventions, lectures, and presentations that provide you with an opportunity to learn and to discuss new ideas with other educators and professionals. Ways of keeping up-to-date can also be supplemented by reading the newspaper and noting articles of particular educational significance.

   Television and radio are often good learning sources when programs relating to your field are aired. Additionally, you should be visiting and exchanging ideas with professionals both in and outside your school or college.

   Finally, of vital importance to your professional growth is continuing education in the form of college courses, individualized study programs, working in industry or business, or attendance at special training schools.

2. Your answer to this question depends on your particular occupational specialty and your community. However, you should have identified ten specific opportunities for keeping up-to-date that are available to you. For example, if you are in agriculture, you might be able to do the following:

   - Join an historical society or your state farm bureau
   - Attend a university lecture on soil conservation
   - Seek membership in Alpha Zeta fraternity
   - Join the American Vocational Association
   - Subscribe to *Agricultural Education Magazine* and *American Journal of Education*
   - Visit with an area farmer and discuss a new technique he/she has perfected
   - Organize a workshop for agriculture teachers in your geographic area
   - Invite a member of the state department of agriculture to help you develop materials for a new unit entitled, "Laws and Regulations Affecting the Agricultural Industry"
   - Take a college course

3. You should carefully choose the organizations that you want to join. While membership can be potentially rewarding, it will not be rewarding for you if you are too busy to participate in activities. Research the organizations in your community before you make a decision to join. Then select only the ones that can be most rewarding to you and in which you can actively participate. The goals and objectives of the organization should also relate to your own professional interests and should provide you with opportunities to serve in a leadership role, participate in challenging and interesting activities, and learn new skills that can be applied in your classroom.

   Membership fees and other financial obligations associated with organizations do vary, so be sure you can comfortably afford to be a member. Also consider any previous time commitments that might conflict with scheduled meeting dates. Do not limit yourself to organizations that serve similar functions. Be sure the opportunities offered by your organizational choices will keep you informed about many different educational and occupational areas.

4. You should have been able to identify at least one specialty area activity and one educational activity for each question in the inventory. If you were not able to do so, you probably are deficient in that area and need to research possibilities for gaining knowledge.

   Notice whether your interests and activities keep you broadly informed about many educational and occupational areas, or whether they are narrowly focused. You need to keep informed on many topics and should use a well-balanced variety of methods to get this information.

5. Your plan of action should allow you to correct each area in which you are deficient and should provide you with a means of getting information on a variety of topics using each of the techniques.

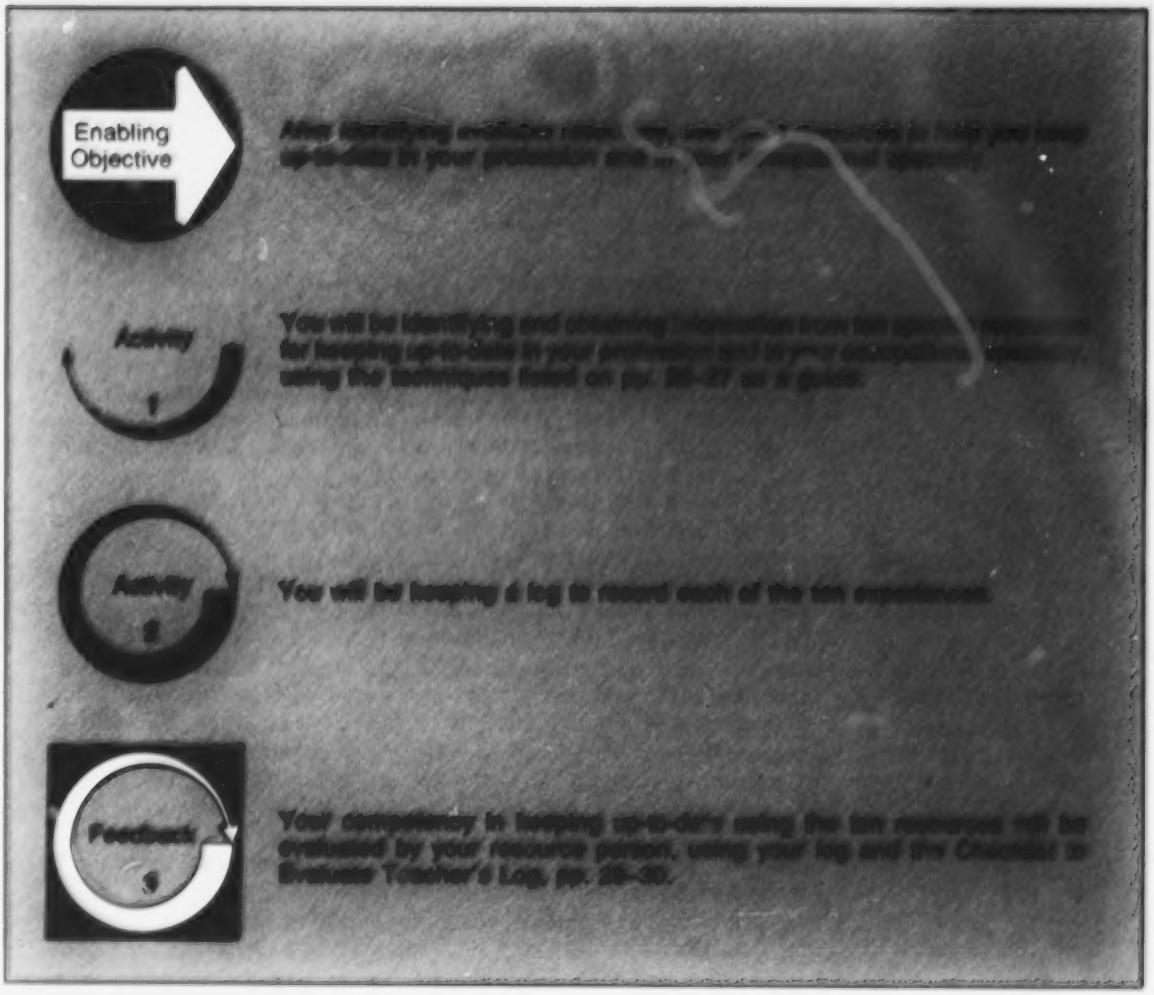
   For example, your plan of action for the first four questions in the inventory might include the following:

   - You might call your state department of education or the board of education/trustees or talk with specific teachers in your school in order to identify educational and occupational associations in your area. You might call these organizations and seek information on meeting dates, goals and objectives, activities, and so on.
   - You might review journals in the school or public library or borrow some from another instructor and then choose to subscribe to those that are particularly relevant to you. Your decisions would include journals from education and from your occupational specialty area.
   - You might set aside a place in your home or office to serve as a professional library and begin collecting current books and journals.
   - You might identify a business or industry in your area that is using a new technique and make plans to visit there to gain information. You might also make plans to visit a member of the state department of education to discuss current educational trends in your state.

Level of Performance: Your written responses to the self-check items should have covered the same major points as the model answers. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Keeping Up-to-date in Your Profession and in Your Occupational Specialty, pp. 6–16, or check with your resource person if necessary.

Learning Experience II

OVERVIEW



Below are listed ten techniques for keeping up-to-date in your profession and in your occupational specialty. Identify resources in your geographic area and use **each** technique to obtain information to reinforce your current practices and to learn about new ideas, products, or other innovations that pertain to your profession or occupational specialty. If you have used any of the ten techniques recently enough to fill out a log sheet on the activity and the innovations you encountered, you need not repeat the activity. Simply log the previous experience you had. If you cannot complete Activity 3 or 4 below, because of the limitations of your geographic area or for some other reason, document your reasons and go on to the next activity.

1. Identify an **individual in your professional area** with whom you wish to visit for the purpose of obtaining information. Choose an individual with whom you may discuss such things as new teaching methods, philosophies, or changes in the educational system. Arrange a visit and obtain the information you are seeking.
2. Identify an **individual in your occupational area** with whom you wish to visit for the purpose of obtaining information. Choose an individual with whom you may discuss such things as new skills, technologies, or innovations. Arrange a visit and obtain the information you are seeking.
3. Identify a local **demonstration**, **workshop**, **conference**, **lecture**, **training session**, or similar activity that you would be interested in attending. You might wish to attend an American Federation of Teachers convention, a workshop organized by an occupational association, or a training session sponsored by your board of education/trustees. Attend and actively participate in the activity. Obtain information that is relevant to you.
4. As an observer, attend at least one meeting of a **professional organization**, such as a local, district, or state vocational association meeting. Obtain literature if it is available and identify important information.
5. Identify a recently published **book** in your professional or occupational area. Skim the introductory and summary chapters and identify any knowledge or ideas that are new to you.
6. Identify three different educational or occupational **journals** and thoroughly read the most recent issue of each journal.
7. Arrange for a visit to a **school** in your geographic area. Choose a school that offers you an opportunity to learn about things such as innovative methods for teaching skills, unusual course offerings, or specialized laboratory equipment. Obtain the information you are seeking.
8. Arrange to visit a **business** or **industry** in your occupational area. Plan to use this time to acquaint yourself with new technologies, developments, products, labor conditions, and so on. Obtain the information you are seeking.
9. Identify and view a **television program** related to your professional or occupational area.
10. Identify and listen to a **radio program** related to your professional or occupational area.

These techniques are written as exercises. They need not be treated as if each were isolated. With a bit of creativity you can combine several techniques. For example, you could make a visit to identify current ideas or products and then locate further information in books, journals, pamphlets, and other sources. Or, you could locate new ideas in books and journals and then visit a person or place to acquire more information. Or, you could visit a business to see a new product (#8) and at the same time visit a person in that business (#2), thus combining the two items in a single venture.

It is not likely that you will get very far if you begin a visit by saying, "What's new?" Have some sort of directional questions prepared in advance (e.g., "What three educational innovations or practices have you been successful in using within the last year?" or "I understand you have been working with a special concern. Could you explain its advantages and disadvantages to me?")

Using the following sample as a guide, keep a log to record each of the ten experiences. You do not need to record every new idea or product you encounter as you read and visit. Select the key points from each experience—those of special interest to you—and log them. Finally, describe briefly how this information could be applied to your teaching—at the present or in the future.

SAMPLE LOG SHEET

SOURCE: *Nation's Schools*, 91(1), January 1973

DATE SOURCE WAS TAPPED: November 6, 1973

KEY INFORMATION OBTAINED: Read the article, "Cross-Age Tutoring: How to Make It Work," by Jane S. Shaw. The article discussed two types of cross-age tutoring, one developed by the Lippitts, and one exemplified by the work of Ebersole and of Harrison. Examples of schools where older children tutor younger children were given. I knew about tutoring, sort of, but what I didn't know before reading this article was that it is the **tutors** who make the most progress, both in learning and in behavior.

IMPLICATIONS FOR MY CLASSROOM OR LABORATORY: It would seem that my students could learn a great deal by being involved in some kind of career awareness project for younger children. If my students were to prepare a unit that would introduce their vocational area to younger children, it should help my students to solidify their own position. **Explaining** to others what they do could force them to understand better the things they do.

After you have logged the ten experiences, arrange to have your resource person review and evaluate your record of your experiences. Give him/her the Checklist to Evaluate Teacher's Log, pp. 29–30, to use in evaluating your work.

NOTES

CHECKLIST TO EVALUATE TEACHER'S LOG

Directions: Place an X in the YES or NO box to indicate whether each item was performed successfully. If an item was not applicable, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

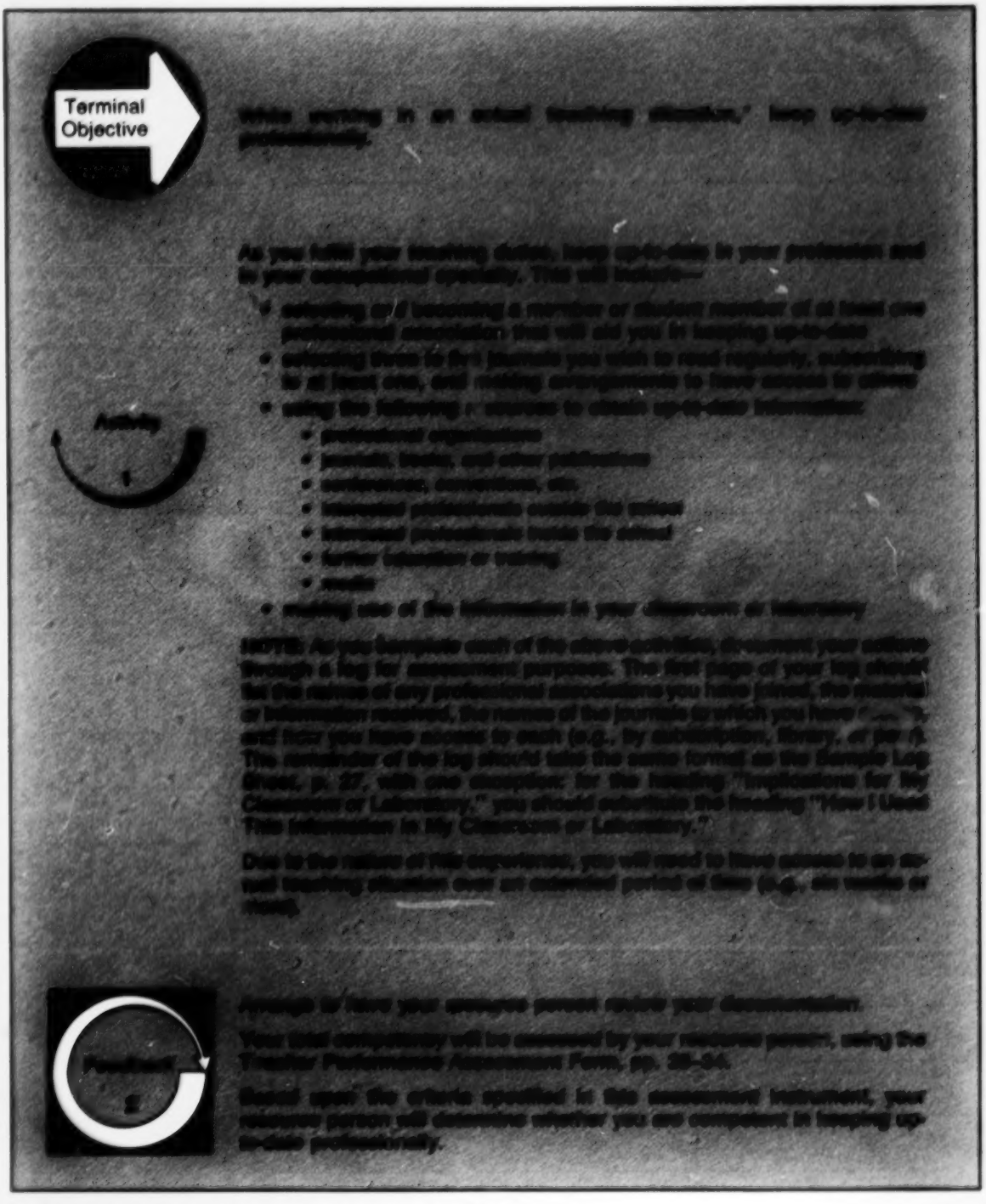
	N/A	Yes	No
The teacher's log showed evidence that information was obtained from each of the following sources:			
1. visiting an individual in a related professional area	☐		☐
2. visiting an individual in a related occupational area	☐		☐
3. attending a local activity (e.g., demonstration, workshop, conference, training session)	☐		☐
4. observing a meeting of a local professional association	☐		☐
5. skimming material in a newly published book related to the professional or occupational area	☐		☐
6. reading the most recent issues of three different educational or occupational journals	☐		☐
7. visiting a school in the geographic area	☐		☐
8. visiting a business or industry in a related occupational area	☐		☐
9. viewing a television show on a related professional or occupational area	☐		☐
10. listening to a radio program on a related professional or occupational area	☐		☐
The teacher was able to identify how the information obtained from each of the following sources could be used in the classroom:			
11. visiting an individual in a related professional area	☐		☐
12. visiting an individual in a related occupational area	☐		☐
13. attending a local activity (e.g., demonstration, workshop, conference, training session)	☐		☐
14. observing a meeting of a local professional association	☐		☐
15. skimming material in a newly published book related to the professional or occupational area	☐		☐
16. reading the most recent issues of three different educational or occupational journals	☐		☐
17. visiting a school in his/her geographic area	☐		☐

	N/A	YES	NO
18. visiting a business or industry in a related occupational area	☐	☐	☐
19. viewing a television show on a related professional or occupational area	☐	☐	☐
20. listening to a radio program on a related professional or occupational area	☐	☐	☐

Level of Performance: All items must receive N/A or YES responses. If any item receives a NO response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

Learning Experience III

FINAL EXPERIENCE



* For a definition of "actual teaching situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Keep Up-to-date Professionally (I-1)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

The teacher's log included evidence that the teacher:	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
1. had joined at least one professional association	☐	☐	☐	☐		
2. had obtained information from this association regarding its publications and services	☐	☐	☐	☐		
3. made use of this information in locating additional professional information	☐	☐	☐	☐		
4. subscribed to at least one journal	☐	☐	☐	☐		
5. made arrangements to have access to three to five professional/occupational journals	☐	☐	☐	☐		
6. showed evidence of having read these journals regularly	☐	☐	☐	☐		
7. made use of information contained in these journals for his/her professional/occupational development	☐	☐	☐	☐		
8. made an effort to read recent publications (other than journals) that related to program objectives	☐	☐	☐	☐		
9. made use of the information contained in these publications	☐	☐	☐	☐		
10. arranged to attend conventions, meetings, workshops, and/or conferences held during the six-week period	☐	☐	☐	☐		
11. made use of the information that was obtained at these events	☐	☐	☐	☐		
12. visited professional/occupational persons in related areas outside the school	☐	☐	☐	☐		
13. made use of the information that was obtained during these visits	☐	☐	☐	☐		
14. worked with other professional/occupational persons inside the school	☐	☐	☐	☐		
15. made use of the information obtained as a result of these interactions	☐	☐	☐	☐		

	N/A	None	Poor	Fair	Good	Excellent
16. participated in some form of continuing education or training	☐	☐	☐	☐		
17. made use of the skill or knowledge obtained as a result of this education or training	☐	☐	☐	☐		
18. located and read/viewed/listened to media presentations to keep up-to-date	☐	☐	☐	☐		
19. made use of the information that was obtained through the media	☐	☐	☐	☐		

Level of Performance: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

NOTES

NOTES

UPD 6595/9-86

ABOUT USING THE NATIONAL CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual teaching situation when you are an intern, a student teacher, an inservice teacher, or occupational trainer.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills that you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the introduction, (2) the objectives listed on p. 4, (3) the overviews preceding each learning experience, and (4) the final experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- That you do not have the competencies indicated and should complete the entire module.
- That you are competent in one or more of the enabling objectives leading to the final learning experience and, thus, can omit those learning experiences.
- That you are already competent in this area and are ready to complete the final learning experience in order to "test out."
- That the module is inappropriate to your needs at this time.

When you are ready to complete the final learning experience **and** have access to an actual teaching situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange to (1) repeat the experience or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped, (2) repeating activities, (3) reading supplementary resources or completing additional activities suggested by the resource person, (4) designing your own learning experience, or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual Teaching Situation: A situation in which you are actually working with and responsible for teaching secondary or postsecondary vocational students or other occupational trainees. An intern, a student teacher, an inservice teacher, or other occupational trainer would be functioning in an actual teaching situation. If you do **not** have access to an actual teaching situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then complete the final learning experience later (i.e., when you have access to an actual teaching situation).

Alternate Activity or Feedback: An item that may **substitute** for required items that, due to special circumstances, you are unable to complete.

Occupational Specialty: A specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback: An item that is not required but that is designed to **supplement** and enrich the required items in a learning experience.

Resource Person: The person in charge of your educational program (e.g., the professor, instructor, administrator, instructional supervisor, cooperating/supervising/classroom teacher, or training supervisor who is guiding you in completing this module).

Student: The person who is receiving occupational instruction in a secondary, postsecondary, or other training program.

Vocational Service Area: A major vocational field: agricultural education, business and office education, marketing and distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher/Instructor: The person who is completing the module.

Levels of Performance for Final Assessment

N/A: The criterion was not met because it was **not applicable** to the situation.

None: No attempt was made to meet the criterion, although it was relevant.

Poor: The teacher is unable to perform this skill or has only **very limited ability** to perform it.

Fair: The teacher is unable to perform this skill in an acceptable manner but has **some ability** to perform it.

Good: The teacher is able to perform this skill in an **effective** manner.

Excellent: The teacher is able to perform this skill in a **very effective** manner.

Titles of the National Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation
- A-1 Prepare for a Community Survey
- A-2 Conduct a Community Survey
- A-3 Report the Findings of a Community Survey
- A-4 Organize an Occupational Advisory Committee
- A-5 Maintain an Occupational Advisory Committee
- A-6 Develop Program Goals and Objectives
- A-7 Conduct an Occupational Analysis
- A-8 Develop a Course of Study
- A-9 Develop Long-Range Program Plans
- A-10 Conduct a Student Follow-Up Study
- A-11 Evaluate Your Vocational Program

Category B: Instructional Planning
- B-1 Determine Needs and Interests of Students
- B-2 Develop Student Performance Objectives
- B-3 Develop a Unit of Instruction
- B-4 Develop a Lesson Plan
- B-5 Select Student Instructional Materials
- B-6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution
- C-1 Direct Field Trips
- C-2 Conduct Group Discussions, Panel Discussions, and Symposiums
- C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques
- C-4 Direct Students in Instructing Other Students
- C-5 Employ Simulation Techniques
- C-6 Guide Student Study
- C-7 Direct Student Laboratory Experience
- C-8 Direct Students in Applying Problem-Solving Techniques
- C-9 Employ the Project Method
- C-10 Introduce a Lesson
- C-11 Summarize a Lesson
- C-12 Employ Oral Questioning Techniques
- C-13 Employ Reinforcement Techniques
- C-14 Provide Instruction for Slower and More Capable Learners
- C-15 Present an Illustrated Talk
- C-16 Demonstrate a Manipulative Skill
- C-17 Demonstrate a Concept or Principle
- C-18 Individualize Instruction
- C-19 Employ the Team Teaching Approach
- C-20 Use Subject Matter Experts to Present Information
- C-21 Prepare Bulletin Boards and Exhibits
- C-22 Present Information with Models, Real Objects, and Flannel Boards
- C-23 Present Information with Overhead and Opaque Materials
- C-24 Present Information with Filmstrips and Slides
- C-25 Present Information with Films
- C-26 Present Information with Audio Recordings
- C-27 Present Information with Televised and Videotaped Materials
- C-28 Employ Programmed Instruction
- C-29 Present Information with the Chalkboard and Flip Chart

Category D: Instructional Evaluation
- D-1 Establish Student Performance Criteria
- D-2 Assess Student Performance: Knowledge
- D-3 Assess Student Performance: Attitudes
- D-4 Assess Student Performance: Skills
- D-5 Determine Student Grades
- D-6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management
- E-1 Project Instructional Resource Needs
- E-2 Manage Your Budgeting and Reporting Responsibilities
- E-3 Arrange for Improvement of Your Vocational Facilities
- E-4 Maintain a Filing System
- E-5 Provide for Student Safety
- E-6 Provide for the First Aid Needs of Students
- E-7 Assist Students in Developing Self-Discipline
- E-8 Organize the Vocational Laboratory
- E-9 Manage the Vocational Laboratory
- E-10 Combat Problems of Student Chemical Use

Category F: Guidance
- F-1 Gather Student Data Using Formal Data-Collection Techniques
- F-2 Gather Student Data Through Personal Contacts
- F-3 Use Conferences to Help Meet Student Needs
- F-4 Provide Information on Educational and Career Opportunities
- F-5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations
- G-1 Develop a School-Community Relations Plan for Your Vocational Program
- G-2 Give Presentations to Promote Your Vocational Program
- G-3 Develop Brochures to Promote Your Vocational Program
- G-4 Prepare Displays to Promote Your Vocational Program
- G-5 Prepare News Releases and Articles Concerning Your Vocational Program
- G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
- G-7 Conduct an Open House
- G-8 Work with Members of the Community
- G-9 Work with State and Local Educators
- G-10 Obtain Feedback about Your Vocational Program

Category H: Vocational Student Organization
- H-1 Develop a Personal Philosophy Concerning Vocational Student Organizations
- H-2 Establish a Vocational Student Organization
- H-3 Prepare Vocational Student Organization Members for Leadership Roles
- H-4 Assist Vocational Student Organization Members in Developing and Financing a Yearly Program of Activities
- H-5 Supervise Activities of the Vocational Student Organization
- H-6 Guide Participation in Vocational Student Organization Contests

Category I: Professional Role and Development
- I-1 Keep Up-to-date Professionally
- I-2 Serve Your Teaching Profession
- I-3 Develop an Active Personal Philosophy of Education
- I-4 Serve the School and Community
- I-5 Obtain a Suitable Teaching Position
- I-6 Provide Laboratory Experiences for Prospective Teachers
- I-7 Plan the Student Teaching Experience
- I-8 Supervise Student Teachers

Category J: Coordination of Cooperative Education
- J-1 Establish Guidelines for Your Cooperative Vocational Program
- J-2 Manage the Attendance, Transfers, and Terminations of Co-op Students
- J-3 Enroll Students in Your Co-op Program
- J-4 Secure Training Stations for Your Co-op Program
- J-5 Place Co-op Students on the Job
- J-6 Develop the Training Ability of On-the-Job Instructors
- J-7 Coordinate On-the-Job Instruction
- J-8 Evaluate Co-op Students' On-the-Job Performance
- J-9 Prepare for Students' Related Instruction
- J-10 Supervise an Employer-Employee Appreciation Event

Category K: Implementing Competency-Based Education (CBE)
- K-1 Prepare Yourself for CBE
- K-2 Organize the Content for a CBE Program
- K-3 Organize Your Class and Lab to Install CBE
- K-4 Provide Instructional Materials for CBE
- K-5 Manage the Daily Routines of Your CBE Program
- K-6 Guide Your Students Through the CBE Program

Category L: Serving Students with Special/Exceptional Needs
- L-1 Prepare Yourself to Serve Exceptional Students
- L-2 Identify and Diagnose Exceptional Students
- L-3 Plan Instruction for Exceptional Students
- L-4 Provide Appropriate Instructional Materials for Exceptional Students
- L-5 Modify the Learning Environment for Exceptional Students
- L-6 Promote Peer Acceptance of Exceptional Students
- L-7 Use Instructional Techniques to Meet the Needs of Exceptional Students
- L-8 Improve Your Communication Skills
- L-9 Assess the Progress of Exceptional Students
- L-10 Counsel Exceptional Students with Personal-Social Problems
- L-11 Assist Exceptional Students in Developing Career Planning Skills
- L-12 Prepare Exceptional Students for Employability
- L-13 Promote Your Vocational Program with Exceptional Students

Category M: Assisting Students in Improving Their Basic Skills
- M-1 Assist Students in Achieving Basic Reading Skills
- M-2 Assist Students in Developing Technical Reading Skills
- M-3 Assist Students in Improving Their Writing Skills
- M-4 Assist Students in Improving Their Oral Communication Skills
- M-5 Assist Students in Improving Their Math Skills
- M-6 Assist Students in Improving Their Survival Skills

Category N: Teaching Adults
- N-1 Prepare to Work with Adult Learners
- N-2 Market an Adult Education Program
- N-3 Determine Individual Training Needs
- N-4 Plan Instruction for Adults
- N-5 Manage the Adult Instructional Process
- N-6 Evaluate the Performance of Adults

RELATED PUBLICATIONS

Student Guide to Using Performance-Based Teacher Education Materials
Resource Person Guide to Using Performance-Based Teacher Education Materials
Guide to the Implementation of Performance-Based Teacher Education
Performance-Based Teacher Education: The State of the Art, General Education and Vocational Education

For information regarding availability and prices of these materials contact—AAVIM, American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, The University of Georgia, Athens, Georgia 30602, (404) 542-2586.

ISBN 0-89606-199-X